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Suggestions are offered for integrating information about the Negro into social studies discussions, and are presented in guide form for teachers of 12th grade students.

Through the use of discussions, films, recordings, and special references, information about the Negro can be given. It can be presented in such divisions as democracy, biological influences, culture and heritage, population trends, labor relations, career planning, group relations, equality of education, propaganda, leisure and sports, civic responsibility, and political and civil rights.

A lesson plan is provided for each division.

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Suggested Unit
About the Negro
To Supplement a Twelfth Grade
Social Studies Textbook

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INFORMATION CLEARINGHOUSE ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

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PREFACE

Anyone who attempts to set up a unit in Social Studies which includes information about the Negro must recognize that the contributions of the Negro are as old as the history of the development of America. His contributions, therefore, cannot be discussed in one week, or as one problem, nor can they be treated as something new and special to provide wholesome learning experiences for students whose relationships for the most part have been developed on stereotyped information. Knowing this can influence the attitude of white students toward Negroes and affect the image of the Negro held by Negro pupils about himself.

Broad headings for this proposed supplement follow the 12th grade social studies textbook, Challenges to American Youth, sixth edition, Arnold, J. I. and Philippi, H. A. and the Teaching American History handbook published by the Bureau of Secondary Curriculum Development, New York State Education Department.

This resource unit is designed as a textbook supplement for social studies. While it is recognized that all high schools do not use the text, Challenges to American Youth selected for this purpose, all high school students should be aware of many of the problems which will have some influence on them in whatever endeavor they choose to pursue. It is possible to transpose the selected topics to coincide with other social studies textbooks.

INTRODUCTION

There is a great deal of concern today about the equal rights of Negroes in our democracy. This concern is with a whole mode of living. We know that until very recently the Negro citizen was denied most privileges enjoyed by white citizens whether these were equal job opportunities, a chance to live in a decent neighborhood, the right to vote, equality of educational opportunity, or the right to use the facilities of places of public accommodations and transportation. In many communities these inequalities still exist. Likewise, there is a noticeable absence of information about the Negro in textbooks which factually show his contributions to contemporary society.

WHY THE SUPPLEMENT

The suggestions in this unit are designed to illustrate that it is possible to include information about Negroes in logical sequence of events in every day classroom discussions. This can best be achieved by utilizing material about the Negro as it relates to the topic under discussion. To do this successfully, teachers must be willing, and motivated, to plan ahead for timely inclusion of this information in classroom activities. References are included which will be helpful to teachers in obtaining background information before the subjects are introduced. The teacher in turn will have the responsibility for devising ways which will result in meaningful learning experiences so that students may become more cognizance of current situations and problems.

HOW TO USE THIS SUPPLEMENT

This supplement follows the 12th grade social studies textbook, Challenges to American Youth and offers suggestions for integrating information about the Negro into social studies discussions.

Appropriate suggestions are made to those chapters where information about the Negro can be included in a normal and natural sequence. The suggestions merely indicate a few of the existing resources available on the subject.

With advance planning the teacher should find it easy to include this information as a regular part of good teaching practice.

It is suggested that teachers also expand on the references to the topics found in the textbook chapters.

WHERE TO BEGIN

To supplement a social studies textbook which concerns itself with a discussion on Democracy, several approaches are possible:

1. To create a climate of readiness in the classroom students may be given a project of making a large map of their city, pin pointing where the various nationalities and races live in the community. For easy identification and reference, the map can be made in color so that each color represents a different nationality. Such a map would show the variety of people who make up a city. From time to time during the year there will be occasions to refer to this map as attention is focused on the issues affecting the various groups represented.

A large map of the city can usually be obtained from the Engineering Department of the City for a small fee.

2. Teams of students can be assigned to develop a current events bulletin board and scrapbooks.

a. Each team can be instructed to clip any news release about a race or nationality group from the local daily, The Sunday New York Times, the Sunday Herald Tribune or any magazine read by members in the class.

b. A bulletin board schedule should be worked out and posted for easy reference by students. Each class team would then compile and prepare their material for display purposes. At the end of the assigned period the team should be prepared to give a short report of the highlights of their findings. If agreeable, a person from the community representing this racial or nationality group might be invited in to talk to the class or to the team. The team could also make a report in the form of a panel presentation.

> For example; if the team is assigned Nigeria, Africa, articles concerning everything about that country should be compiled. Over a period of time, the students would get a broader concept of issues or concerns confronting the people of Africa.

c. After each display period is over, the project should be continued as a Scrapbook activity for the remainder of the year. Near the end of the semester, a brief summary report should be made of the presistent problems and progress observed on any unusual situations.

CHALLENGES IN A DEMOCRACY* - (Chapters 1 and 2)

There is considerable concern today about the treatment of minorities by the actions of majorities. In a democracy a chief aim is a concern for the common good and for the welfare of all people. A high priority in a discussion of democracy is its form of government and its legislative efforts to protect the rights of all its citizens.

*All the double underscored headings represent a textbook chapter heading.

In this country where we have a pluralistic society all of the groups represented have not enjoyed all of the same privileges. One of the instruments in a democratic form of government which is responsive to the needs and will of the people is the Courts. One aspect of the work of the courts is to see to it that the rights of individuals are not violated.

With increasing frequency the courts have been utilized to obtain equal rights for minorities in education, employment, housing and transportation. The most significant cases have been those concerned with equal educational opportunity. The United States Supreme Court school cases have presented the most significant challenges and changes in this area.

A beneficial classroom discussion could be derived from reports of a few of the U. S. Supreme Court school cases and their implications.

Discussion Topics

1. List the nine Supreme Court Judges who were responsible for the Supreme Court Decisions of May, 1954 which declared public school segregation unconstitutional.

2. What were the implications of such a decision?

REFERENCES:

(The references below may be in your local school or community library)

a. De Facto Public School Segregation by Will Maslow
Reprinted from Villanova Law Review - Vol. 6 No. 3,
Spring 1961

b. Report of the United States Commission on Civil Rights - 1959
Part 3, Public Education - U.S. Government Printing Office,
Washington 25, D.C.

c. Race Relations Law Reporter - published quarterly by the
Vanderbilt University School of Law at Nashville 5, Tenn.

d. Southern School News - Dec., 1961, P. O. Box 6156,
Nashville 12, Tenn.

3. What agencies in your state can a member of a minority group go to for assistance if he felt he had been discriminated against in the areas of housing, education, employment and places of public accommodation?

REFERENCES:

a. Law Against Discrimination - State Commission Against Discrimination, 270 Broadway, New York, New York

b. The Consolidated Laws of New York, Annotated Book 16, Education Law, Part One.

c. Education Law Section 313 (EPA)

4. Tell something about the activities of an organization in your community whose program is designed to help protect the rights of minorities.

5. What states have anti-discrimination laws? What areas do these laws cover?

REFERENCES:

a. 50 States Report - from the State Advisory Committees to the Commission on Civil Rights, 1961

Research Reports

1. Thurgood Marshall is outstanding for the many school segregation cases he has presented and argued before the U.S. Supreme Court. Write a theme or give a report on one of the following Marshall cases presented in the Supreme Court.

1. Brown vs Board of Education, Topeka - 347 U.S. 483 (1954)
2. McLaurin vs Oklahoma State Regents - 339 U.S. 637 (1950)
3. Cooper vs Aaron - 358 U.S. 1 (1958)
4. Frasier vs University of N.C. - 350 U.S. 979 (1956)

REFERENCES:

1. The Freedom Reader - Edwin S. Newman
   Oceana Publications, N.Y.C. - 1955
2. Race Relations Law Reporter - Vanderbilt University School of Law
3. Race Relations and American Law - Jack Greenberg
   Columbia University Press - 1959

2. To date only about 1/3 of the 50 states have passed legislation designed to provide equal opportunity for minority groups.

Report on:

1. Names of these states
2. The protection these laws offer
3. Effective measures for enforcing these laws

Film presentations are a very effective way of introducing a topic for discussion, study or a new activity. The films below relate directly to the topic under discussion.

Film

1. Practicing Democracy in the Classroom - 22 minutes - E.B. Films 1953

Schools are expected to turn out good citizens among their other tasks. Mr. Davis has learned to put democracy in action. By democracy he means not only the effective gathering and use of facts, but a dynamic way of living and working together.

2. Bill of Rights of the United States (The) - 20 minutes-color-Frith, 1946

Relates the story of the long struggle for human freedom which led to the creation of the Bill of Rights. Traces in detail the steps by which the first 10 amendments to the Constitution came to be written.

REFERENCES:

These films are found in Instructional Films and Tapes, publication by the Board of Education City of New York, 1959. Permission to use these film must be secured from the Board of Education, City of New York.

BIOLOGICAL INFLUENCES (Chapter 3)

Everyone everywhere is influenced by personality he has developed; influenced by groups with which he comes in contact; influenced by the environment in which he lives. In each of these areas, the individual is concerned with how he sees

himself and with how these contribute to his self-image. Perhaps one of the most important influences for high school youth is their social relationship with other students. Recognition must be given to the cultural influence of the family tradition of the various minority groups in this connection. An awareness of these factors can give more insight and more understanding about various races and cultures.

Discussion Topics

1. Have you ever been in a group situation where you were the only member of your religious or racial group present? What was the situation? How were you received? How did you feel about your reception?

2. What do you do when your friends make uncomplimentary remarks about members of a minority group? How do they react to your answer? How do you feel about your answers?

3. Have you ever been angry with yourself because you were not able to answer a friend who made an unfriendly remark about a member of a minority group? What was the nature of the remark?

4. Role Playing

Role playing is an effective educational technique in which people spontaneously act out problems of human relationships. With the help of other role players and observers, people get insight into their own and others feelings from a different point of view.

Set up a role playing situation using the following comments:

"It is often said that Negro students in the South are taking the lead in proving that integration in schools can work". -- How do you think you would react if you were in the same situation? What would you do to welcome a Negro child from the South into your school?

Characters - President of Student Council, homeroom class member assigned to welcome new students, homeroom class member opposed to being in a class with a Negro student.

TEACHERS REFERENCE:

"How to Use Role Playing and other Tools for Learning" Leadership Pamphlet #6. Published by - Adult Education Association of the U.S.A., 743 Wabash Ave., Chicago 11, Ill.

5. Discussion could be preceded by a pertinent film.

Films

a. An American Girl - 28½ min.-black & white-cleared for T.V. (no fee)

This film, based on an actual event, tells the story of an American teen-ager who is mistakenly believed to be Jewish by her friends and neighbors. The particular incident revolves around anti-semitism but the story is basically concerned with irrational, unsocial prejudice.

b. Boundary Lines - 10 min.-color-cleared for TV (with fee)

Explores various imaginary boundary lines that divide people from each other — and shows that such lines have no true basis in reality. Dramatic use of color cartoon, art and music make an appeal for greater understanding among all people.

c. Make Way for Youth - 22 min.-black & white-cleared for TV (no fee)

Melvyn Douglas is narrator. Two rival gangs of teen-age boys have an all-out fight. The son of the local newspaper editor is killed in the fray. The editor, in an urgent pleas, asks his readers to get to know more about their children and what is happening in the community. The young people themselves meet the problems of intolerance and prejudice by forming a youth council and uniting community-wide projects.

d. One People - 11 min.-color-cleared for TV (no fee)

A color cartoon, with Vincent Price as narrator. Depicts the contributions of various nationality groups to our American culture.

Note: These films are available from the Regional Offices of the Anti Defamation League, and the National Office, 515 Madison Ave., New York 22, N.Y.

GROUP LIFE - (Chapter 5)

Film and Discussion

Film - The Broken Mask - 28½ min. - 16 mm. sound
Rental: Black & White - $8.00
Presbyterian Distribution Center
156 Fifth Ave., New York, N.Y.

The Broken Mask tells a forceful story about the mark of prejudice. It is concerned about the interracial aspects of camp life.

Discussion questions on the above film:

Were there any scenes you thought unrealistic? Why?

Do you agree with the underlying theme of this film? Why or why not?

Can you recall from your own experiences examples of prejudiced behavior?

Did you think the Negro boy was overly sensitive? In what way?

Film - To Live Together - 30 min. - black & white - cleared for TV (no fee)

The difficulties encountered and experiences shared by children at an inter-racial summer camp. The film shows that to learn democracy, children must have a chance to live it. Available from ADL

CULTURE AND HERITAGE - (Chapter 6)

A research assignment during the time when the class is studying cultures and heritage. Ask the class to bring in artifacts or samples of art forms representing other cultures specifically those contributions to America of the present, but, usually least recognized. The orientals, Arabic, Negro, American Indian, Hawaiian and Eskimo are but a few such groups. These items may represent foods, clothing,

art, music (instruments & records) folk dances, literature, jewelry and etc.

At the termination of this unit of study, ask the members of the class to tell about the items brought in.

For example: The food item may be something that could be prepared in Home Economics for this class. — Or a dance could be taught to members of the class in a gym period if there is not class time. — Or songs could be sung using the musical instrument as an accompanist, also. — Or in a music class students might learn to sing the songs of a particular group in the native language if possible. Many Negro spirituals and folk music would be appropriate.

Film

Plan a discussion using any of the films suggested below.

Belonging to the Group - Board of Education, City of New York
14 minutes - E.B. Film, 1952 - also released by the National Conference of Christians and Jews.

Illustrates the need for people to respect and accept one another in a free society. Illustrates the origin and developments of some of the barriers to "respect" and suggests ways for eliminating them.

Our American Heritage - 11 min. U.S.OW., 1944

Tells the story of our democratic way of life. Emphasizes the guarantees under the Constitution and the Bill of Rights. Exposition of what America should mean to all of us. - Secured through Board of Education, City of New York.

Heritage - 9 min.-black & white - cleared for TV (no fee)

What happens when an individual disregards the rights of others? This animated film shows that all people have certain God-given rights that must be recognized and respected. Film is jointly sponsored by the Anti Defamation League, The Chicago Catholic Youth Organization and the United Christian Youth Movement. - Secure from Anti-Defamation League of B'nai B'rith.

Rumor - 8 min. - black and white - cleared for TV (no fee)

One of four films in The Challenge series. The case history of a rumor, how it starts, spreads and its results. An excellent discussion starter, as it poses the questions: "What should be our defense against rumors?" Film then calls for the projector to be stopped, with audience discussion to follow. - Secure from Anti-Defamation League of B'nai B'rith.

Filmstrips

Free to be Different - 50 frames - black and white - silent, with script (no fee)

How all Americans benefit from differences in national and cultural origins. Based on the book "American Counterpoint" by Alexander Alland; with an introduction by Pearl Buck. - Secure from Anti-Defamation League of B'nai B'rith.

Kinescopes

Tragedy in a Temporary Town - 50 min. - black and white - 16 mm. (available for long lease)

Kinescope of the NBC Alcoa program by Reginald Rose, starring Lloyd Bridges. Story of what occurs at a temporary construction workers camp when a rumor causes an innocent victim to be accused of a crime he did not commit. Hysteria ensues as blind prejudice against a minority group erupts. (adult and senior high school levels). - Secure from A.D.L.

IMPROVING INTERGROUP RELATIONS - (Chapter 7)

To get the things everybody wants regardless of his race, creed, color or national origin, people of different backgrounds must work together to bring about understanding. Invite a representative from a minority group in to talk to the class about a phase of intergroup relations discussed in the chapter.

Discussion Topics

1. Give as many illustrations as you can of ways to improve intergroup relations in your community.

2. Do you know a person who has experienced racial or ethnic prejudice or discrimination? What was the reason? What was done about it? What could you have done to help that person?
3. Do you belong to any groups concerned with improving intergroup relations? How has the group proceded? What has the group achieved?
4. Do you believe that only students at the same socio-economic level should be friends? Explain your answer.

Research Topics

1. Write a theme or report on one of the following intergroup relations agencies:

   a. National Association for the Advancement of Colored People
   b. Anti-Defamation League of B'nai B'rith
   c. National Conference of Christians and Jews
   d. National Urban League
   e. United States Commission on Civil Rights

If there are regional offices of any of the above mentioned agencies in your town have students interview representatives and bring in copies of annual reports or invite the representative to vist the class. A field trip might be planned to see one of the agencies in action. (The address of these agencies may be found in the references at the end of this supplement).

REFERENCES:

1961 Directory of Intergroup Relations Agencies Public and Private in New York City. New York City Commission on Intergroup Relations - 80 Lafayette St., New York 13, N.Y.

2. Film Presentations

   a. To Live Together - 30 minutes - black and white - cleared for TV (no fee)

      The difficulties encountered and experiences shared by children at an inter-racial summer camp. The film shows that to learn democracy, children must have a chance to live it.

      (Anti-Defamation League of B'nai B'rith)

b. One People - 11 minutes - black and white - cleared for TV (no fee)

A color cartoon with Vincent Price as narrator. Depicts the contribution of nationality groups to our American culture.

(Anti-Defamation League of B'nai B'rith)

3. Filmstrips

a. *The Spiral of Social Change - 44 frames - black and white - silent with script

Demonstrates how discrimination and segregation depress minority groups, and how minorities respond to fair opportunities - once granted.

b. *Lets Live Democracy - 43 frames

Analysis of social and economic factors which give rise to discrimination against minority groups. A plea for equal rights and opportunities for all men.

c. *To Secure These Rights - 50 frames - black and white - silent with script.

Graphic story of the report of the President's Committee on Civil Rights. Contrasts American ideals in U. S. Constitution with actual practices. Makes recommendations for education and legislation.

4. Recordings

Taken from one of a series of recorded radio programs about the American heritage of freedom, equality and democracy. Cleared for radio use (no fee).

a. *Decision - album of 13 thirty minute programs recorded on 12", 33 1/3 rpm long playing microgroove transcriptions - $25.00

Some of the problems dramatized are: Where does hate begin? How can a newspaper preserve democracy? What rumors do you spread? Is the tooth and claw the first law of nature? Some of the stars are: Walter Abel, Sir Cedrick Hardwick, Stefan Schwable, Bill Stern and Conrad Nagel.

*May be obtained from Anti-Defamation League

POPULATION TRENDS - (Chapter 8)

In preparation for this discussion:

1. Secure a large colored chart or have students make a chart showing the population trends - U.S.A.
2. Make a chart showing the population growth in your "home town". What changes have occurred?
3. Write to the Bureau of Census, Statistical Abstract of the United States, Government Printing Office, 1960. Ask for copies of the following:

    a. United States Population by Race

    b. Immigration into the United States, by Decades

    c. Growth of the Negro Population in the United States (Your school library, the Public Library or your local Chamber of Commerce may have this data.)

This information will provide opportunities for students to get a visual image of how a shift in population can bring about changes in a community or in a school.

Discussion Topics

1. Name places you have visited or towns in which your family has lived where you were made to feel you were an "outsider". Why do you think this happened?

2. What did you do to be friendly to a new student who enrolled in your class?

3. How do you feel about setting up a welcoming committee to greet new students in your school? What type of activities would you suggest?

4. Give a book report on The Newcomers by Oscar Handlin.

    Point out some of the situations which confront the Negro and Puerto Ricans newcomers.

LABOR RELATIONS - (Chapter 12)

1. Make a study of the number of unions found in the industries and businesses in your town.

2. Discussion

Tell what you would do if you owned a store or a plant and you wanted to employ Negroes for the first time in a managerial position. There are 15 people already in your employment. Several employees have expressed an unwillingness to work with Negroes.

3. Write a theme tracing the "Role of the Negro in Organized Labor Unions"

References:

Racial and Cultural Minorities - George E. Simpson and J. Milton Yinger, 1958, Harper & Brothers - pg. 367 - 388

Negro Labor in the United States - Charles H. Wesley, Ph. D. - Vanguard Press, 1927

Equality of Opportunity - John Hope, Public Affairs Press, 1956

Occupational Patterns of Inequality - American Journal of Sociology, March, 1954 - pp. 437 - 447 - Turner, Ralph H.

4. Labor Unions have encouraged and in other instances retarded the employment of Negroes in industry - write a theme or give a report on the influence each of the following men had in breaking down discrimination in labor unions:

A. Philip Randolph
John L. Lewis
Walter Reuther
George L. P. Weaver
James P. Mitchell

5. Discuss what you would suggest to the owner of the following agency if he came to you for advice:

Case illustration -

"Mr. J. operates a profit making employment office. He has one full time receptionist who interviews all applicants seeking employment and takes requests for job openings from employers. There is a state law against discrimination

in employment. (In many situations the personnel in charge of hiring disregards the law when seeking new employees.)

Mr. J. is anxious to establish a fair placement policy, but is afraid that if he refers Negro applicants to white collar or professional job openings the employers might not hire them, and in turn reprimand the agency for sending a Negro to fill the vacancy.

Keep in mind that Mr. J. is concerned with a fair placement policy -- that is, he wants to place all applicants in keeping with their qualifications. He has no direct control over the employment policy of the employers using the services of his agency."

Several outstanding applications are on file from Negro applicants but Mr. J. is afraid to refer them to the job openings for fear they will be hurt. Many of the job openings are with firms where Negroes have never been employed.

Film presentation

The film below is excellent in helping students to learn that there are positive approaches for corrective discriminatory practices when an employer wants to do something about employment policies of his firm.

Commencement - 20 minutes - black and white - cleared for TV (no fee)

Produced by the President's Committee on Government contracts, this film tells of a business executive who learns that his personnel department is guilty of discriminatory employment practices. We learn what steps he takes to carry out his contract which calls for hiring an individual on merit only.

(may be secured from Anti-Defamation League of B'nai B'rith)

Other References:

1. Employment - 1961 United States Commission on Civil Rights Report Book 3

2. Brotherhood of Sleeping Car Porters, Beresford Brazeal

3. Reports of the President's Committee on Equal Opportunity - Washington 25, D.C.

PLANNING YOUR CAREER -(Chapter 17)

1. Arrange a film discussion using the youth-incentive film:

"A Morning for Jimmy" -

Action centers on Jimmy, a young Negro boy who encounters racial discrimination while seeking a part-time job, but learns a lesson of hope for the future. It also has an important message for parents, teachers, counselors, employers and the general public. The message is universal.

Discussion Guide - Published by the National Urban League - secured from Associated Films, Inc., Broad at Elm, Ridgefield, N.J. - no fee.

2. Make a study of the various occupations represented by families (parents, older brothers and sisters of students) in the classroom. Try to find the names of Negro persons in the community who are employed in the same type occupation. Plan a discussion on the results of the findings.

3. Invite your guidance counselor to plan a field trip for your class to a local industry. After the trip discuss your interest in working for the firm in terms of your own goals.

4. It has sometimes been suggested that Negro pupils should be "realistic" in making plans for entering a job field. What does this mean? Do you agree?

5. Are some ethnic or racial groups more naturally talented in certain occupations, eg., Irish, policeman, Negro boxers, Negro jazz musicians?

6. What are some obstacles to obtaining career goals?

- In education - do all students have an equal opportunity to achieve?
- How great a factor is social background?
- Race - why so prevalent? What can be done to remedy these obstacles?

EQUALITY OF EDUCATION - (Chapter 19)

1. Discuss a book you have read or a movie you have seen which stereotypes members of a minority group known to you. Describe the situation portrayed. What is the accurate information? How can education help to overcome stereotyped thinking?

2. To what extent should the Federal Government enforce equal and desegregated public education in all states. By what means?

3. Write a summary report on the article, "Schools, Courts and the Negro's Future" by John A. Morsell - Harvard Educational Review. Vol. 30 - No. 3 - Summer 1960. - May be a term report.

4. Write and prepare an oral report on Part 3. Public education from the 1959 Report of the United States Commission on Civil Rights.

5. Prepare a report on the activities of the President's Commission on Higher Education.

6. Much has been written and said about the educational status of the Negro in the United States. Write a theme or give a report on the influence of one of the following persons on Negro education:

Mary McCloud Bethune
Charles S. Johnson
Booker T. Washington
Franklin Frazier
Carter G. Woodson

7. Write a theme or give a report on some of the hazards of racial barriers to equal educational opportunity. What can be done to eliminate these inequities?

8. New York City is currently conducting a Higher Horizons Program in its elementary and junior high schools. What is this program and what has it demonstrated?

9. There are a number of Negro Colleges in this country. List some of these. Why are they in operation? Do they have a place in America's future?

REFERENCES:

a. Higher Education for American Democracy - A report of the President's Commission on Higher Education. Government Printing Office 1946 - Vol. 1, pp. 25-49, also 1947 - Vol. 2, p. 31

b. Southern School News - Vol. 8, No. 5, November, 1961

c. W.C. Wells, "The Higher Education of Negroes in the United States," Journal of Negro Education, Fall, 1955, p. 432

d. Simpson, George E. and Yinger, Milton J. - Racial and Cultural Minorities. Harper & Brothers, 1958. Chapter 19-20, The Education of Racial and Cultural Minorities in the United States.

e. Our Great Americans - The Negro contribution to American Progress - compiled and edited - Fletcher, Martin - 1954. Our Great Americans, 633 So. Plymouth Ct., Chicago, Ill.

f. United Negro College Fund - 22 East 54th Street, New York 22, N.Y.

g. The Higher Horizons Program - First Annual Progress Report 1959-1960. Board of Education of the City of New York, New York, N.Y.

h. The Negro Vanguard, Bardolph, Richard - Rinehart & Co., Inc. 1959, N.Y.

PUBLIC OPINION & PROPAGANDA & HOW IT EFFECTS YOU - (Chapter 21)

1. Compile and report on examples of pamphlets and publications put out by the following groups:

1. Committee on Civil Rights in Manhattan
   34 East 12th St., New York 3, N.Y.

2. The Commonwealth of Puerto Rico
   (Migration Division, Department of Labor)
   322 W. 45th St., New York 36, N.Y.

3. New York City Commission on Intergroup Relations
   80 Lafayette St., New York 13, N.Y.

2. Sit-Ins

Write to the Congress of Racial Equality - ask for a report of their Sit-In Demonstrations. Assign students to read and react to this report.

3. Movies - Show and React

"Walk in My Shoes" - ABC TV production - 1 hr. black & white - 16 mm.

A series of interviews with Negroes in various sections of the country and varying occupations tell their reactions about the social, cultural and economic situations they face in American Society.

To secure: Send a written request to Miss Dorothy Nolan, American Broadcasting Company, 7 W. 66th St., New York 23, N.Y.

There is a waiting list -- plan ahead of time to obtain it. No fee for educational groups.

4. Suggested Activity

Many religious and racial minority groups cannot move into certain neighborhoods because the people who already live there are afraid of rumors that the newcomer will degrade the neighborhood.

Conduct a Rumor Clinic to show how it is possible for such mis-information to create a distortion of a true situation.

*Rumor Clinic - 3 frames - black and white - silent - $1.00

An audience participation program which demonstrates vividly how rumor starts and spreads.

Follow this with a discussion about a real situation important to the group.

LEISURE AND SPORTS - (Chapter 22)

1. Arrange a bulletin board - picture display of persons or teams who are outstanding in:

1. Baseball
2. Basketball
3. Football
4. Boxing
5. Tennis
6. Olympics

*May be secured from New York Regional Office - Anti-Defamation League of B'nai B'rith.

2. Plan a discussion on any one of the above sports. Back issues of Sports Illustrated Magazine will give biographical data on the players.

3. If there is an outstanding sports figure in the community invite him to talk to the class or school about the importance of teamwork.

HOUSING & CIVIC RESPONSIBILITY -(Chapter 26)

There are many reasons why there is a housing problem in New York State and in most local communities. This is the result of a long history of segregation in the housing patterns of the community. This means that minority groups cannot move anyplace in the community they wish, either in rental or purchased property. This situation is usually referred to as a closed housing market.

1. Write a theme or give a report on one of the following:

1. The New York City Sharkey-Brown-Isaacs Law. (Write to the Commission on Intergroup Relations, 80 Lafayette St., New York 13, N.Y., for copies.)

2. Dr. Robert C. Weaver - Administrator Federal Housing and Home Finance Agency. Washington, D.C.

3. Where shall we live?

Report of the Commission on Race and Housing. University of California Press, 1958.

4. Metcalf-Baker Bill (Write to the State Commission Against Discrimination, 270 Broadway, New York, for copies.)

2. Assign a student to give a report on the article "Commercial Development of Integrated Housing" by Morris Milgram - The Journal of Intergroup Relations, Vol. 1, No. 3, Summer 1960, published quarterly by National Association of Intergroup Relations Officials.

3. Assign a student to write to the National Committee Against Discrimination in Housing, 426 W. 58th St., New York 19, N.Y., for information on the States with Fair Housing Laws. Request Vol. V., No. 4 - July - August 1961.

4. If there is an Urban Renewal Project in your locality invite the Relocation Officer or the staff member assigned this task to discuss the problems faced in relocating families in the community.

5. Plan a panel discussion on Part Four. - Housing - Report of the United States Commission on Civil Rights. A panel of six students is suggested.

Topics for discussion based on the Housing Report mentioned above:

a. The general crisis in housing

b. Housing available to minorities

c. Residential patterns of minorities

d. Causes of housing inequalities of minorities

f. Effects of the housing inequalities of minorities

g. What can be done about these problems?

For additional reference: Housing - 1961 United States Commission on Civil Rights Report - Book 4

6. Plan a discussion based on one of the following film:

1. All the Way Home - 30 minutes - black & white - cleared for TV
May be secured from Film Library, NCCJ or Anti-Defamation League of B'nai B'rith (small fee)

A house in an all white neighborhood is up for sale. When a Negro family stops to inquire about it, neighborhood fear and anxiety mount to a dangerous point until responsible community leadership asserts itself. Film shows that integrated communities can work. (adult and senior high school levels)

2. In Search of Housing - 11 minutes - black & white - SCAD Release no fee

The search of a Negro professional for decent housing for his family. Shows how New York State Commission Against Discrimination deals with discrimination in housing based on race and color. Suitable for high school.

3. Make a book report on one of the following:

a. Gentleman's Agreement - Laura Z. Hobson - Simon and Schuster, 1947.

b. Peaceable Lane - Keith Wheeler. Simon and Schuster, 1960.

POLITICAL AND CIVIL RIGHTS -(Chapter 27)

Because of the political controls in the United States, many people have in the past and present been deprived all the privileges of citizenship, yet, these people had to pay taxes and observe laws.

1. Describe some of the methods local communities have used to deprive Negro citizens, orientals and American Indians of their right to vote.

2. Tell about some of the consequences faced by Negroes when they have attempted to register to vote in these localities.

REFERENCES:

a. Races and Cultural Minorities. Simpson & Yinger. Chapters 14 and 15. pp. 414-465.

b. Part 2 - Voting
Report of the United States Commission on Civil Rights 1959. U.S. Government Printing Office. Washington, D.C.

c. Voting - 1961 United States Commission on Civil Rights - Book 1

The Bill of Rights and the States - Wm. J. Brennan, Jr.
Published by: Center for the Study of Democratic Institutions
133 East 54th St., New York 22, N.Y. (Pamphlet)

Background Reading -
"How the Northern Negro uses His Vote" - by James G. Wilson
The Reporter - March 31, 1960 - 25 cents - pg. 20-22

"Up From Tokenism" an Editorial
The Reporter - March 31, 1960. pp. 14

3. Within the past several years Negroes have organized to obtain equal rights for themselves in various ways.

Give a class report on one of the following:

1. The Strategy of a Sit-In. by E. Eric Lincoln. pp. 20-23
The Reporter. January 5, 1961

2. Freedom Riders -
Reference - The Southern Patriot published by the Southern Conference Educational Fund, Inc. Vol. 19, No. 6, June, 1961. address - 822 Perdido St., New Orleans 12, La.

GENERAL REFERENCES

The Negro Potential, Eli Ginzberg.
Columbia University Press. 1956

United States Commission on Civil Rights - Washington, D.C. - Reports 1959, 1961

In Search of Housing
A study of Experiences of Negro Professional and Technical Personnel in New York State. Published by: New York State Commission Against Discrimination, 270 Broadway, New York, New York

Eunice & George Grier.
Privately Developed Interracial Housing - An analysis of Experience.
University of California Press, 1960

Abrams, Charles. Forbidden Neighbors
New York: Harper and Brothers, 1955

Glazer, Nathan & McEntire, Davis.
Housing and Minority Groups. University of California Press, Berkeley, California

"The Fifth Amendment Today" copy - Dean Erwin N. Griswold of the Harvard Law School & The Harvard University Press

Senior, Clarence. Strangers - Then Neighbors:
From Pilgrims to Puerto Ricans. Freedom Books. 515 Madison Ave., New York, New York

Beard, Annie E. J. Our Foreign Born Citizens
What They Have Done for America. New York. Crowell. 1946

Butcher, Margaret Just
The Negro in American Culture. New York. Mentau. 1956

Clark, Kenneth B.
Prejudice and Your Child. Beacon Press, Boston, Mass., C. 1955

Handlin, Oscar
The Newcomers - Negroes and Puerto Ricans in a changing metropolis.
Harvard University Press. 1959

RESOURCES HELPFUL TO TEACHERS AND PUPIL

Literature, Speakers and Materials

These are but a few of the Intergroup Relations Agencies in the State

who cooperate with the schools:

1. National Urban League, 14 E. 48th St., New York, New York

   Speakers from national and local branches and materials - Youth incentives, Negro family life, Opportunities for Negroes in Employment.

2. Phelps-Stokes Fund, 297 Park Ave., So., New York 10, New York

   Speakers and materials - Negro and African Education

3. United Negro College Fund, 22 E. 54th St., New York 22, New York

   Speakers and information on Negro Colleges

4. Harmon Foundation, 140 Nassau St., New York 38, New York

   Information on Negro art - pictures of outstanding Negroes
   Film Strips

5. Division of Intercultural Relations in Education, State Education Department, Albany, New York

   a) Speakers, b) Suggested materials for curriculum development, c) Assist in setting up Workshops in intergroup relations for all school personnel, d) Investigate complaints of discrimination in education

6. National Conference of Christians and Jews, 43 W. 57th St., New York 19, New York

   a) Bibliography of materials dealing with community agencies
   b) Labor-management, religious groups, schools and colleges
   c) Film and other visual aids for Intergroup Relations Programs
   d) Brotherhood brochures, posters

7. Association for the Study of Negro Life in History, 1538 - 9th St., N.W., Washington, D.C.

   References and research information on Negro life in America.
   Publishes: "The Journal of Negro History" and "The Negro History Bulletin"

8. The New York Public Library, 103 W. 135th St., New York, New York

   Schomburg Collection of Negro Literature and History
   A list of books on Africa for the young and teen-age.
   A list of significant books on the Negro.

9. American Jewish Committee, Institute on Human Relations, 165 E. 56th St., New York 22, New York

   a) Speakers from local chapters
   b) Publications from Division of Youth Service
      "About 100 Books"
      "Books to Grow On"

10. National Association of Intergroups Relations Officials, 426 W. 58th St., New York 19, New York

    a) Directory of Intergroup Relations Agencies

11. Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22, New York

    a) Speakers from local branches
    b) Literature and materials including records, plays and scripts
    c) Freedom Film and other publications

12. New York State Commission Against Discrimination, 270 Broadway, New York, New York

    Provides speakers, neighborhood assistance, publications and pamphlets — investigates complaints.

13. Ebony Magazine (New York Office), 1270 Avenue of the Americas, New York 17, New York

    A monthly publication — contains current information concerning all phases of Negro life in contemporary society.

14. National Scholarship Service and Fund for Negro students, 6 East 82nd St., New York 28, New York

    Offers services upon request to communities interested in talent searching for the purpose of consultation, stimulation, or technical assistance.

15. United States Commission on Civil Rights, Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

    Makes studies, conducts hearings and collects information concerning the legal protection of the law in the areas of voting, education, employment, housing and justice.